

Walhalla Middle

177 Razorback Lane
Walhalla, South Carolina 29691

Grades	6-8 Middle School	
Enrollment	749 Students	
Principal	Dianne L. England	864-638-4575
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	27	2	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Average	No
2004	Good	Below Average	No
2005	Good	Average	No

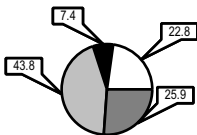
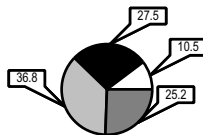
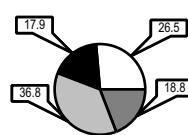
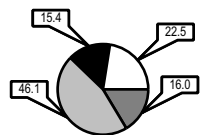
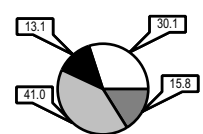
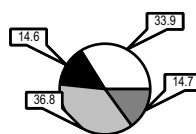
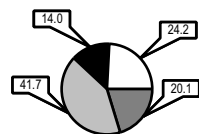
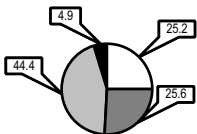
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	744	99.6	22.5	44.0	26.0	7.5	44.4	Yes	Yes
Gender									
Male	395	99.8	28.9	44.3	22.3	4.5	36.1		
Female	349	99.4	15.3	43.7	30.2	10.8	53.9		
Racial/Ethnic Group									
White	636	99.5	19.3	43.9	28.2	8.5	48.4	Yes	Yes
African American	16	100.0	35.7	50.0	14.3	0.0	35.7	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	84	100.0	45.0	45.0	10.0	0.0	15.0	No	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	609	99.5	15.4	45.3	30.2	9.1	51.8		
Disabled	135	100.0	54.7	38.3	7.0	0.0	10.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	744	99.6	22.5	44.0	26.0	7.5	44.4		
English Proficiency									
Limited English Proficient	14	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	I/S	I/S
Non-Limited English Proficient	730	99.6	21.1	44.8	26.5	7.6	45.3		
Socio-Economic Status									
Subsidized meals	346	99.4	33.4	47.7	16.1	2.8	27.2	Yes	Yes
Full-pay meals	398	99.8	13.4	41.0	34.3	11.3	58.8		

Mathematics – State Performance Objective = 36.7%									
All Students	745	99.6	10.3	36.9	25.3	27.5	68.3	Yes	Yes
Gender									
Male	395	100.0	13.5	34.7	26.2	25.7	65.9		
Female	350	99.1	6.6	39.5	24.3	29.6	71.0		
Racial/Ethnic Group									
White	636	99.5	9.5	34.4	25.7	30.3	71.0	Yes	Yes
African American	16	100.0	14.3	50.0	21.4	14.3	42.9	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	85	100.0	13.6	54.3	24.7	7.4	53.1	Yes	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	609	99.5	6.0	33.4	28.0	32.6	75.5		
Disabled	136	100.0	29.5	52.7	13.2	4.7	35.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	745	99.6	10.3	36.9	25.3	27.5	68.3		
English Proficiency									
Limited English Proficient	15	100.0	42.9	50.0	7.1	0.0	28.6	I/S	I/S
Non-Limited English Proficient	730	99.6	9.6	36.7	25.6	28.1	69.1		
Socio-Economic Status									
Subsidized meals	347	99.1	14.2	48.0	22.9	14.9	56.3	Yes	Yes
Full-pay meals	398	100.0	6.9	27.8	27.2	38.0	78.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	745	99.6	26.4	36.9	18.8	18.0	36.7
Gender							
Male	395	99.8	25.9	36.5	19.6	18.0	37.6
Female	350	99.4	26.9	37.3	17.9	17.9	35.8
Racial/Ethnic Group							
White	636	99.5	23.1	36.8	20.0	20.1	40.1
African American	16	100.0	42.9	28.6	21.4	7.1	28.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	85	100.0	49.4	39.5	7.4	3.7	11.1
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	609	99.7	20.7	36.1	21.6	21.6	43.2
Disabled	136	99.3	51.9	40.3	6.2	1.6	7.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	745	99.6	26.4	36.9	18.8	18.0	36.7
English Proficiency							
Limited English Proficient	15	100.0	85.7	14.3	0.0	0.0	0.0
Non-Limited English Proficient	730	99.6	25.2	37.3	19.2	18.3	37.5
Socio-Economic Status							
Subsidized meals	347	99.1	38.6	40.7	11.1	9.6	20.7
Full-pay meals	398	100.0	16.2	33.7	25.2	24.9	50.1

Social Studies							
All Students	745	99.6	22.4	46.1	16.0	15.4	31.4
Gender							
Male	395	99.8	20.9	44.4	17.5	17.2	34.7
Female	350	99.4	24.2	48.1	14.3	13.4	27.8
Racial/Ethnic Group							
White	636	99.5	19.5	46.3	17.2	17.0	34.2
African American	16	100.0	35.7	42.9	7.1	14.3	21.4
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	85	100.0	43.2	45.7	8.6	2.5	11.1
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	609	99.7	18.3	45.9	17.5	18.3	35.8
Disabled	136	99.3	41.1	47.3	9.3	2.3	11.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	745	99.6	22.4	46.1	16.0	15.4	31.4
English Proficiency							
Limited English Proficient	15	100.0	78.6	21.4	0.0	0.0	0.0
Non-Limited English Proficient	730	99.6	21.3	46.6	16.3	15.7	32.0
Socio-Economic Status							
Subsidized meals	347	99.1	32.4	48.8	10.8	8.0	18.8
Full-pay meals	398	100.0	14.1	44.0	20.3	21.6	41.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	239	100.0	29.1	41.9	25.2	3.8	29.1
	7	251	98.4	20.6	48.1	26.7	4.5	31.3
	8	248	99.6	19.3	51.2	26.2	3.3	29.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	29.3	39.8	24.1	6.8	30.9
	7	242	98.8	18.5	49.8	25.3	6.4	31.8
	8	244	100.0	19.2	42.8	28.8	9.2	38.0
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	239	100.0	12.4	32.9	29.9	24.8	54.7
	7	251	99.6	7.7	33.3	31.3	27.6	58.9
	8	248	99.2	20.2	49.8	17.3	12.8	30.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	99.6	9.7	31.5	29.4	29.4	58.9
	7	242	99.2	8.5	32.1	26.1	33.3	59.4
	8	245	100.0	12.6	47.8	20.0	19.6	39.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	28.1	30.1	21.3	20.5	41.8
	7	242	99.2	26.9	40.6	17.1	15.4	32.5
	8	245	99.6	23.9	40.4	17.8	17.8	35.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	25.7	43.4	15.7	15.3	30.9
	7	242	99.2	27.8	44.4	15.0	12.8	27.8
	8	245	99.6	13.5	50.9	17.4	18.3	35.7

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 749)				
Students enrolled in high school credit courses (grades 7 & 8)	16.1%	Up from 14.3%	20.1%	15.5%
Retention rate	1.6%	Down from 1.7%	2.6%	3.0%
Attendance rate	97.0%	Down from 97.5%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 10.8%	3.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.7%	Down from 9.1%	3.6%	4.6%
Eligible for gifted and talented	23.8%	Up from 21.2%	22.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.3%	Down from 19.2%	13.9%	13.6%
Older than usual for grade	2.4%	No change	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 3.9%	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	56.0%	Down from 56.9%	53.2%	51.8%
Continuing contract teachers	82.0%	Down from 88.2%	80.9%	78.1%
Highly qualified teachers	95.7%	Up from 90.9%	90.3%	89.6%
Teachers with emergency or provisional certificates	2.4%	Down from 6.5%	5.0%	6.0%
Teachers returning from previous year	89.5%	Down from 92.7%	87.8%	85.4%
Teacher attendance rate	96.6%	Up from 95.9%	95.1%	94.9%
Average teacher salary	\$42,856	Up 2.0%	\$42,015	\$41,328
Prof. development days/teacher	10.5 days	Up from 8.4 days	11.8 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.5	3.0
Student-teacher ratio in core subjects	20.5 to 1	No change	22.2 to 1	21.3 to 1
Prime instructional time	92.6%	Up from 92.3%	89.6%	89.3%
Dollars spent per pupil*	\$6,212	Up 9.9%	\$5,745	\$6,022
Percent of expenditures for teacher salaries*	66.0%	Down from 66.4%	62.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.0%	Up from 79.9%	95.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Walhalla Middle School Family,

Our focus during the 2004-2005 school year was to improve instruction for all students, particularly in the areas of literacy and technology. Our students continued to do better in the area of Mathematics, as measured by the PACT test, so our challenge has been to improve the literacy skills of our students, especially two groups: our Hispanic students and our Special Education students.

We addressed these areas by providing training for teachers and implementation of three initiatives: (1) Positive Behavior Intervention Support-our "Be Purple" program; (2) SOAR to Success, a reading program for struggling readers and (3) the Inclusion Model for Special Education students which was implemented in eighth grade last year and will be used in all grades this year. In the Inclusion model, Special Education students are not pulled out for Math and Language Arts but are "included" in the regular ed. class with assistance from the Resource teacher.

The "Be Purple" program and the SOAR to Success reading program will continue this year.

In the area of technology, we completed our portable lab with the purchase of additional laptops to twenty-four units. We purchased additional data projectors and the new CPS (classroom performance system) for classroom use. In addition, our teachers were provided training in using this technology in the classroom.

To address the needs of our gifted students, we are offering Pre-Algebra in sixth grade this year to students who qualified.

With the useful information that we get on each student from MAP testing and with the focus on improving instructional practices, we hope to see continued improvement in our student achievement as measured by the PACT test and reported on the school report card.

Dianne England, Principal
Sharon Hedden, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	196	165
Percent satisfied with learning environment	93.3%	76.0%	87.0%
Percent satisfied with social and physical environment	95.6%	76.3%	80.0%
Percent satisfied with school-home relations	88.9%	82.5%	67.3%

*Only students at the highest middle school grade level at this school and their parents were included.